

EMW-2022-GR-APP-00052

Application Information

Application Number: EMW-2022-GR-APP-00052

Funding Opportunity Name: Fiscal Year (FY) 2022 Targeted Violence and Terrorism Prevention (TVTP)

Funding Opportunity Number: DHS-22-TTP-132-00-01

Application Status: Pending Review

Applicant Information

Legal Name: CARTER CENTER, INC., THE

Organization ID: 23936

Type: Nonprofit having 501(c)(3) status with IRS, other than institutions of higher education

Division: Peace Programs

Department: Programs Development

EIN: (b)(6)

EIN Shared With Organizations:

DUNS: 157738295

DUNS 4:

Congressional District: Congressional District 05, GA

Physical Address

Address Line 1: 453 John Lewis Freedom PKWY NE

Address Line 2: [Grantee Organization > Physical Address > Address 2]

City: Atlanta

State: Georgia

Province:

Zip: 30307-1496

Country: UNITED STATES

Mailing Address

Address Line 1: 453 John Lewis Freedom PKWY NE

Address Line 2: [Grantee Organization > Mailing Address > Address 2]

City: Atlanta

State: Georgia

Province:

Zip: 30307-1496

Country: UNITED STATES

SF-424 Information

Project Information

Project Title: Reducing the Impact of Misinformation by Equipping Information Consumers with Media Literacy

Program/Project Congressional Districts: Congressional District 98, DC

Congressional District 24, NY

Proposed Start Date: Sat Oct 01 00:00:00 GMT 2022

Proposed End Date: Mon Sep 30 00:00:00 GMT 2024

Areas Affected by Project (Cities, Counties, States, etc.): US-all; students of Syracuse University in New York have residence in other congressional districts

Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$99372
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
Total Funding	\$99372

Is application subject to review by state under the Executive Order 12373 process? Program is not covered by E.O. 12372.

Is applicant delinquent on any federal debt? false

Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Christopher Brown	(b)(6)		Signatory Authority Secondary Contact
Mercedes Sprouse			Authorized Official Primary Contact

SF-424A

Budget Information for Non-Construction Programs

Grant Program: Targeted Violence and Terrorism Prevention Grant Program

CFDA Number: 97.132

Budget Object Class	Amount
Personnel	\$39077
Fringe Benefits	\$10649
Travel	\$0
Equipment	\$0
Supplies	\$0
Contractual	\$12000
Construction	\$0
Other	\$29000
Indirect Charges	\$8646
Non-Federal Resources	Amount
Applicant	\$0
State	\$0
Other	\$29000
Income	Amount
Program Income	\$0

How are you requesting to use this Program Income? [\$budget.programIncomeType]

Direct Charges Explanation:

Indirect Charges explanation:

Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$	\$	\$	\$
Non-Federal	\$	\$	\$	\$

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$	\$	\$	\$

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Christopher Brown

Signed Date: Tue May 17 11:47:24 GMT 2022

Signatory Authority Title: Chief Financial Officer

Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Christopher Brown

Signed Date: Tue May 17 11:47:24 GMT 2022

Signatory Authority Title: Chief Financial Officer

Disclosure of Lobbying Activities

Form not applicable? true

Signatory Authority Name: Christopher Brown

Signed Date:

Signatory Authority Title:

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Carter Center, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/14/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Carter Center, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):

(b)(6)

* c. UEI:

KNPNLAV2FWW6

d. Address:

* Street1:

453 John Lewis Freedom Parkway NE

Street2:

* City:

Atlanta

County/Parish:

* State:

GA: Georgia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

30307-1496

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Mercedes

Middle Name:

* Last Name:

Sprouse

Suffix:

Title:

Senior Associate Director

Organizational Affiliation:

* Telephone Number:

(b)(6)

Fax Number:

* Email:

(b)(6)

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

* 12. Funding Opportunity Number:

DHS-22-TTP-132-00-01

* Title:

Fiscal Year (FY) 2022 Targeted Violence and Terrorism Prevention (TVTP)

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Reducing the Impact of Misinformation by Equipping Information Consumers with Media Literacy

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="99,372.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="99,372.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:



USAID
FROM THE AMERICAN PEOPLE

NEGOTIATED INDIRECT COST RATE AGREEMENT

June 3, 2021

The Carter Center, Inc.
453 Freedom Parkway
Atlanta, GA 30307

The rates approved in this Agreement are for use on grants, contracts and other agreements with the Federal Government to which 2 Code of Federal Regulations (CFR) 200 applies, subject to the conditions in section II.A, below. The rate(s) were negotiated by the U.S. Agency for International Development in accordance with the authority contained in Appendix IV, Paragraph C.2(a) of the CFR.

SECTION I: NEGOTIATED INDIRECT COST RATES

TYPE	EFFECTIVE PERIOD		INDIRECT COST RATE
	FROM	THROUGH	MANAGEMENT AND GENERAL (a)
Final	09-01-18	08-31-19	9.53%
Provisional	09-01-19	Until Amended	9.53%

Base of Application

(a) Total direct costs excluding donated goods

SECTION II: GENERAL

- A. LIMITATIONS: Use of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations and is applicable to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rate(s) agreed to herein is predicated upon the following conditions:
1. That no costs other than those incurred by the grantee/contractor or allocated to the grantee/contractor via an approved central service cost allocation plan were included in its indirect cost rate proposal and that such incurred costs are legal obligations of the grantee/contractor and allowable under the governing cost principles,
 2. That the information provided by the grantee/contractor which was used as a basis for acceptance of the rate(s) to herein is not subsequently found to be materially inaccurate,
 3. That the same costs that have been treated as indirect costs have not been claimed as direct costs, and
 4. That similar types of costs have been accorded consistent treatment.
- B. ACCOUNTING CHANGES: The grantee/contractor is required to provide written notification to the indirect cost negotiator prior to implementing any changes which could affect the applicability of the approved rates. Any changes in accounting practice to include changes in the method of charging a particular type of cost as direct or indirect and changes in the indirect cost allocation base or allocation methodology require the prior approval of the Office of Overhead, Special Cost and Closeout (OCC). Failure to obtain such prior written approval may result in cost disallowance.
- C. NOTIFICATION TO FEDERAL AGENCIES: A copy of this document is to be provided by this organization to other Federal funding sources as a means of notifying them of the Agreement contained herein.
- D. PROVISIONAL-FINAL RATES: The grantee/contractor must submit a proposal to establish a final indirect cost rate within nine months after its fiscal year end. Billings and charges to Federal awards must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

E. SPECIAL REMARKS:

1. Indirect costs charged to Federal grants/contracts by means other than the rate(s) cited in the agreement should be adjusted to the applicable rate(s) cited herein which should be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.
2. Grants/contracts providing for ceilings as to the indirect cost rate(s) or amount(s), which are indicated in Section I above, will be subject to the ceilings stipulated in the grant, contract or other agreement. The ceiling rate(s) or the rate(s) cited in this Agreement, whichever is lower, will be used to determine the maximum allowable indirect cost on the grant or contract agreement.
3. The rates hereby approved are subject to periodic review by the Government at any time their use is deemed improper or unreasonable. You are requested to advise the Government promptly of any circumstances, which could affect the applicability of the approved rates.
4. You are directed to submit adjustment or final financial expenditure reports (SF-425) for all flexibly priced grants and other agreements; or adjustment or final vouchers for all flexibly priced contracts within 120 days after settlement of the final annual indirect cost rates. Audit adjustments should be clearly delineated so as to be readily identifiable for verification by this office. Care should be taken that amounts claimed do not exceed award limitations or indirect cost rate ceilings. USAID will deobligate any remaining funds if the required financial expenditure reports or vouchers are not submitted within 120 days. Once the money is de-obligated, it will not be reinstated.

ACCEPTED: **The Carter Center**

BY (b)(6)
Signature
Christopher D. Brown
Printed or Typed Name
VP - Finance & Treasurer
Title
6/10/2021
Date

(b)(6)
Eugenia L. Brown
Agreement Officer
Overhead, Special Cost and Closeout Branch
Cost, Audit and Support Division
Office of Acquisition and Assistance
U.S. Agency for International Development

THE
CARTER CENTER



Waging Peace. Fighting Disease. Building Hope.

Project Narrative

*In Response to the U.S. Department of Homeland Security Notice of Funding
Opportunity Number DHS-22-TTP-132-00-01 Fiscal Year 2022 Targeted
Violence and Terrorism Prevention Grant Program*

Project Title: Reducing the Impact of Misinformation by Equipping Information Consumers with Media Literacy

Applicant: The Carter Center
453 John Lewis Freedom Parkway NE, Atlanta, Georgia 30307

Locations: Syracuse, NY; Washington, DC

Application Track: Promising Practices

Project Type: 2. Media Literacy and Online Critical Thinking Initiatives

Funds Requested: \$99,372

Abstract: To address the gap in media literacy education in the United States within a targeted violence and terrorism prevention context, The Carter Center will partner with Syracuse University to demonstrate the effectiveness of its media literacy curriculum in mitigating the harms presented by dis-, misinformation. This partnership would allow The Carter Center to deploy its curriculum modules over a two-year period in multiple classroom settings targeting a wide population aged 18 to 60 years old. Media literacy trainings build capacities in evaluating media sources, assessing media intent, interpreting media messages, understanding how the brain processes information, understanding how online media shapes perception, recognizing false and misleading information, investigating suspicious claims, and practicing good media hygiene. The effectiveness of these trainings will be measured via paired t-tests.

ND Grants EMW: EMW-2022-GR-APP-00052

The following pages of this application include information that is confidential and proprietary; data shall not be disclosed outside the U.S. Government and shall not be duplicated, used, or disclosed—in whole or in part—for any purpose other than to evaluate this application.

1. Needs Assessment

Equipping citizens with media literacy skills enables them to critically evaluate sources of information, discern credible from false and misleading information, and refrain from unwittingly spreading dis-, mis-, mal-information. A 2021 report by the UN Special Rapporteur on Freedom of Expression cited “low levels of digital and media literacy among the general public” and called on countries to “support media information and digital literacy as a means of countering disinformation.”¹ Canada², the United Kingdom³, and European Union Member States⁴ have taken legislative action, allocated resources, and/or elaborated national strategies to advance media literacy among youth and adult populations. By contrast, the United States federal government does not devote any significant effort or funding for media literacy education research, training, or implementation. In 2019, Senator Amy Klobuchar introduced the ‘Digital Citizenship and Media Literacy Act’ to require states to allocate resources for K-12 media literacy curricula development. However, the bill never received a vote.⁵

In the absence of federal action, a growing number of states, including Illinois, Washington, and California, have enacted legislation to address media literacy education in K-12 based curricula.⁶ Currently, 14 states either have laws that require, or policies that encourage, development and integration of media literacy into K-12 curricula. Media Literacy Now, a non-profit advocacy organization with activists at the federal and state levels, is lobbying policymakers to enact legislation in states that currently lack laws or policies.⁷ Research studies have proven that media literacy education has a significant effect on increasing critical thinking skills, understanding of media intent, and evaluation of information among school age children.^{8 9 10}

Positively, increased development and integration of K-12 media literacy curricula will help inoculate the next generation of information consumers against the harm posed by misinformation. However, such efforts do not address the current ‘infodemic’ among adult information consumers who never received media literacy education. While there is no comprehensive registry of adult-focused media literacy initiatives, there are notable efforts being undertaken to develop and implement media literacy education beyond K-12 levels, including:

¹ ‘Disinformation and freedom of opinion and expression’, Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression (2021).

²<https://www.canada.ca/en/canadian-heritage/news/2020/10/supporting-media-literacy-to-stop-the-spread-of-online-disinformation.html>

³https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004233/DCMS_Media_Literacy_Report_Roll_Out_Accessible_PDF.pdf

⁴ <https://rm.coe.int/1680783500>

⁵ <https://www.govtrack.us/congress/bills/116/s2240>

⁶ <https://medialiteracynow.org/your-state-legislation-2/washington-legislation/#:~:text=The%20bill%20calls%20for%20grants,bill%20was%20funded%20for%202022.>

⁷ <https://medialiteracynow.org/wp-content/uploads/2020/01/U.S.-Media-Literacy-Policy-Report-2020.pdf>

⁸ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4291508/>

⁹ <https://medialiteracynow.org/your-state-legislation-2/>

¹⁰ ‘10 Years of Media Literacy Education in K-12 Schools’, Rhys Duniac, The National Association for Media Literacy Education’s Journal of Media Literacy Education 3:1 (2011)
<https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1052&context=jmle>

- The American Library Association implemented a live webinar series in 2021¹¹ and published ‘Media Literacy Practitioners Guide’ for librarians to provide digital and media literacy information to patrons.¹²
- Arizona State University has developed and offers a full ‘Digital Media Literacy’ undergraduate degree program composed of six courses.
- IREX has developed a ‘Learn2Discern’ media literacy methodology and conducts in-person training for international audiences.¹³

While each of these forms of adult-focused media literacy is well-structured, thorough, and include evaluation metrics to measure their effectiveness, all require facilitated interaction and/or significant commitment from targeted audiences. The need for intensive two-way engagement makes these curricula and modules difficult to scale to optimize reach and impact.

Beyond these well-structured adult-focused media literacy curricula and modules, there is no shortage of short-form video content that distills complex media literacy concepts into digestible information. Many of these modules are available freely via social media platforms and can be found using platform search tools.¹⁴ A quintessential example is the 12-module Media Literacy curriculum developed by Crash Course, a YouTube-funded and hosted channel dedicated to producing ‘high quality educational videos’ targeted at audiences ‘in and out of classrooms.’¹⁵ While much of the short-form content that can be found online is of high-quality, a large portion of such content is either quasi-structured or unstructured and none include evaluation metrics to enable measurement of their effectiveness on audiences reached.

What is missing in the adult media literacy space is well-structured, high-quality, short-form, and self-directed educational modules that can be distributed at scale to reach broad and diverse audiences and integrate evaluation metrics to measure effectiveness on adult audiences. The Carter Center aims to fill that gap by developing an academic-level adult-focused media literacy curriculum with eight high-quality short-form modules embedded with pre- and post-test evaluation surveys to measure impact. The Center will work with Sarah Morris, a media literacy expert and Head of Instruction at Emory University Library, who is exceptionally well-qualified to develop such a curriculum and content. Ms. Morris has extensive experience developing media literacy curricula for Mozilla, Global Voices, Sage Publishing and IREX among others. She is also a member of the board of NewsGuard, an independent organization co-founded by a Yale Journalism professor and former editor of the Wall Street Journal to evaluate media credibility.

Once the curriculum and modules are completed, The Carter Center will partner with Syracuse University to deploy the modules and evaluate the significance of their effectiveness on increasing media literacy levels among adult populations. Syracuse University has proposed to

¹¹ <https://www.ala.org/news/member-news/2020/12/ala-releases-free-practitioners-guide-webinar-series-adult-media-literacy>

¹² https://www.ala.org/tools/sites/ala.org.tools/files/content/%21%20Media-Lit_Prac-Guide_FINALWEB_112020_0.pdf

¹³ <https://www.irex.org/project/learn-discern-12d-media-literacy-training>

¹⁴ https://www.youtube.com/results?search_query=media+literacy+playlist

¹⁵ <https://www.youtube.com/watch?v=sPwJ0obJya0&list=PLH2l6uzC4UEXR5WRRSvaNfmCUYZtTaJeU>

deploy the modules to demographically diverse adult student audiences at the undergraduate, graduate, and executive level ranging in age from 18 to 60 years old. Deployment would take place over multiple semesters (Fall, Spring & Summer) with a minimum engagement audience of approximately 744 adult students from the Maxwell School of Citizenship and Public Affairs. During the project, the audience is anticipated to grow to include adult students at the Newhouse School of Journalism as well. This would enable The Carter Center and Syracuse University to evaluate the impact of media literacy education on stratified adult populations controlling for age, gender, and ethnicity. Pending evaluation outcomes, The Center would work with Ms. Morris to determine if module content could be tweaked to have greater effect among any demographic groups.

2. Program Design

Problem Statement

Consumers of information are not equipped with necessary critical thinking skills to understand and evaluate the media environment and its impact on their lives. Positively, increased development and integration of K-12 media literacy curricula will help inoculate the next generation of adult information consumers against the harm posed by misinformation. However, such efforts do not address the current ‘infodemic’ among existing adult information consumers that never received media literacy education. This skills gap has allowed for the proliferation and spread of dis-, mis-, and mal-information among vulnerable adults, thereby increasing the potential for distrust, tensions, and violence.

Goal

To equip a broad and diverse range of adult information consumers with the skills necessary to navigate increasingly complex media and information ecosystems and build resilience to the harms posed by mis-, dis-, and mal-information, including radicalization to violence.

Objective

Increased media literacy skills among a diverse range of Syracuse University adult learning audiences.

Program Design

1. Develop Adult-Focused Media Literacy Curriculum and Modules

The Carter Center, in collaboration with media literacy expert and Emory University Library Head of Instruction Sarah Morris, will develop an adult-focused media literacy curriculum composed of eight modules to equip adults with the critical thinking skills necessary to understand and evaluate media and information ecosystems. Specifically, the topics, goals, and areas of focus of the modules will be as follows:

- **Module 1: Evaluating Media Sources**

Goal: Introduce learners to the basics of media source evaluation and unique aspects of evaluating sources online, including the challenges posed by misinformation.

Areas of focus:

- Identify different types of media sources
- Define misinformation and disinformation

- Consider unique aspects and challenges of evaluating online sources
- Introduce source evaluation best practices
- Module 2: Assessing Media Intent
Goal: Introduce learners to media platforms and systems. Help learners begin to identify and consider different manipulation techniques and strategies for analyzing and considering media intent.
Areas of focus:
 - Provide context on different media systems and how they function, including news media and social media
 - Explore how people use different media systems to achieve different aims
 - Take source evaluation a step further to consider media platforms and motivations behind content creation and dissemination
- Module 3: Interpreting Media Messages
Goal: Introduce learners to rhetorical analysis and trends and layer that knowledge into the evaluation and analysis skills we are developing.
Areas of focus:
 - Introduce rhetorical analysis and different rhetorical terms and techniques
 - Explore trends in media messaging, including the use of logical fallacies
 - Share strategies for contextualizing and analyzing different kinds of media messages
- Module 4: Understanding How the Brain Processes Information
Goal: Introduce learners to psychological drivers that influence how we process different types of information and layer that knowledge into the evaluation and analysis skills we are developing.
Areas of focus:
 - Introduce learners to the psychology of how we process and recall information
 - Consider the psychological and emotional factors that shape and inform mis-, dis-, and mal-information and how it spreads
 - Use mindfulness principles to navigate the psychological and emotional challenges of misinformation and our current media ecosystems
- Module 5: Understanding How Online Media Shapes Perceptions
Goal: Introduce learners to algorithms and the structures that underly the online communication tools we use and layer that knowledge into the evaluation and analysis skills we are developing.
Areas of focus:
 - Unpack how algorithms work and how the Internet is structured
 - Share research on how social media affects our brains
 - Consider ways to apply a deeper understanding of how our media ecosystems and the Internet function and applying that knowledge to how we evaluate sources and media

- Module 6: Spotting Potentially False and Misleading Information
Goal: Introduce learners to key trends and features of different types of false and misleading information to help them better spot examples of mis-, dis- and mal-information.
Areas of focus:
 - Share and consider examples of different types of mis-, dis-, and mal-information
 - Consider and unpack trends and forms of mis-, dis-, and mal-information
 - Use knowledge of trends to better spot and identify mis-, dis-, and mal-information

- Module 7: Investigating Suspicious Claims and Images
Goal: Introduce learners to a variety of fact-checking techniques and strategies for investigating both claims and more visual forms of mis-, dis-, and mal-information.
Areas of focus:
 - Share and consider examples of more visual forms of mis/disinformation
 - Share strategies and techniques for investigating claims and analyzing visual misinformation
 - Consider different fact-checking and analysis techniques that different industries and professionals employ

- Module 8: Practicing Good Media Hygiene
Goal: Empower learners with skills to continue developing media literacy skills.
Area of focus:
 - Explore different aspects of media hygiene including online security, media consumption habits, social media usage, etc.
 - Consider steps and approaches that both individuals and groups can take to act as responsible digital citizens and information users, producers, and consumers
 - Develop plans for next steps and ways to learn more, further develop evaluation and media literacy skills, and share media literacy knowledge with others

The Carter Center would produce eight 5-minute videos/modules, each of which would distill individual module topics, goals, concepts and skills into short digestible videos. The eight videos would be organized sequentially and hosted on the Center's learning management system (LMS) web platform to provide a structured learning experience for adult audiences. Each module will include pre-and post-test survey modules to gauge participant aptitude and evaluate impact of the media literacy rates (i.e., how much did media literacy rates improve among participants due to the instruction?). Specifically, The Center will use paired T-tests to evaluate the effects of the modules on media literacy levels among course participants.

Once audience participants have completed these modules, they will be able to:

- Define mis-, dis-, and mal-information
- Understand bias in media and information communications
- Apply techniques and best practices for critically evaluating different forms of media
- Identify and distinguish between credible and non-credible forms of information
- Verify content and sources of information
- Analyze trends that shape media ecosystems

- Understand how media seeks to shape our perceptions
- Understand how our biases are reinforced by media
- Reflect on the role of individual media consumers and producers
- Develop strategies for navigating our challenging information ecosystem as a responsible media consumer, user, and producer

2. Deploy Adult Media Literacy Modules with Syracuse University

The Carter Center will partner with Syracuse university to deploy media literacy modules to a range of adult information consumer audiences. Syracuse University has proposed to deploy the modules to demographically diverse adult student audiences at the undergraduate, graduate, and executive level ranging in age from 18 to 60 years old. Deployment will take place over multiple semesters (Fall, Spring & Summer) with a minimum engagement audience of approximately 744 adult students at the outset. This engagement audience was identified through a first round of consultations with Syracuse University Maxwell School of Citizenship and Public Affairs and is anticipated to increase and expand to other schools within the university, notably the Newhouse School of Journalism.

Specifically, the minimum audience for content delivery will include, but not necessarily be limited to, the following target engagement groups:

- Undergraduate students at the Maxwell School in Washington Program (40 students), approximate age range: 19-22
- Undergraduate students at the Maxwell School, Syracuse, NY, (100 students), approximate age range: 18-22
- Graduate students at the Maxwell in Washington Program (100 per academic year / 200 total), approximate age range: 22-35
- Graduate students at the Maxwell School, Syracuse NY (50 students); approximate age range 22-35
- Humphrey Graduate Fellows [international students] at the Maxwell School (12 students) approximate age range: 29-50
- Executive Students at the Maxwell in Washington Program (70 total), approximate age range: 32-60

The Carter Center will coordinate with Syracuse University faculty and instructors on decisions about module deployment, specifically regarding whether to integrate individual modules within existing class structures or to assign students to watch the modules outside of class structure. Regardless of the deployment method, The Carter Center and Syracuse University will collect pre- and post-test data to evaluate the impact of media literacy education on stratified adult populations controlling for age, gender, and ethnicity.

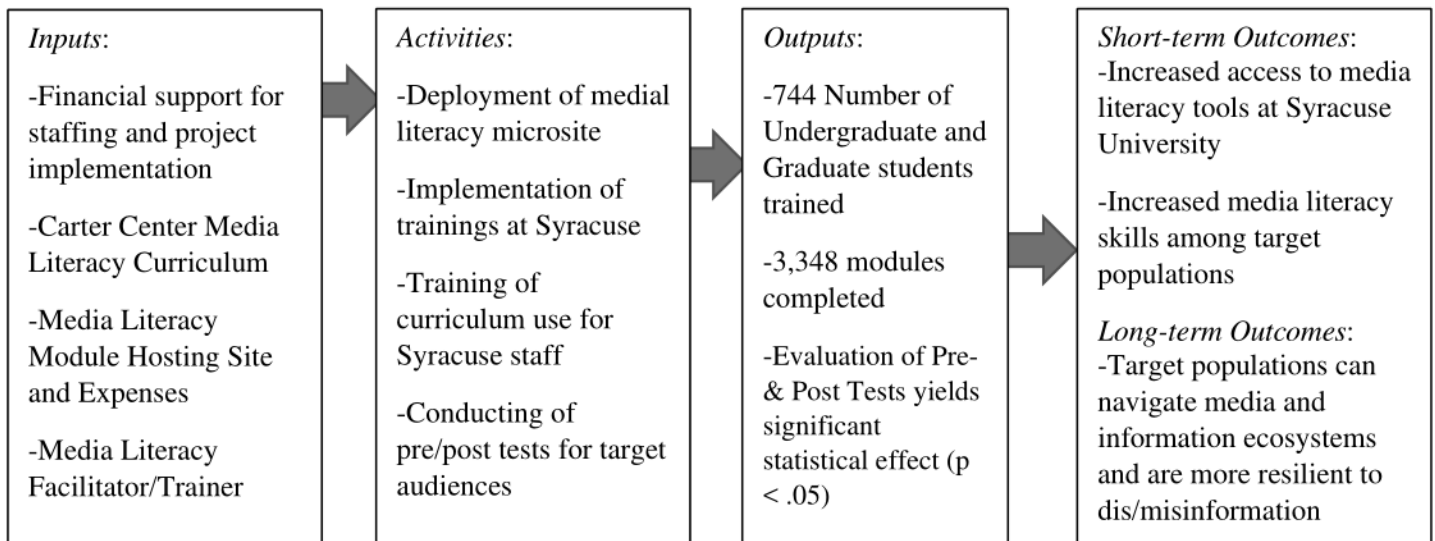
Using a paired t-test method of analysis, The Carter Center and Syracuse University will be able to evaluate the ‘significance’ of the effect on increasing media literacy skills among adult populations. Based on evaluation outcomes, The Center and Ms. Morris will determine if module content could be tweaked to have greater effect among any demographic groups.

Logic Model: Theory of Change

If consumers of information in media ecosystems are equipped with rigorous media literacy skills, *then* the negative externalities of dis/misinformation, such as violent radicalization, mistrust in the democratic process, and spread of false/misleading narratives, will be lessened.

Problem: Consumers of information often are not equipped with adequate abilities to critically analyze and evaluate media systems and understand these systems' impact on their lives.

Goal: Empower a wide range of information users, consumers, and producers with skills to not only navigate increasingly complex media and information ecosystems but to increase resilience to the challenges raised by mis/disinformation.



Assumptions: Syracuse University is able to continue partnership for two years; target demographics are open to educational skill building regarding media literacy; media literacy module paired t-tests increases after trainings are conducted.

Risks: Target demographics may self-select into trainings and pair t-tests therefore do not increase; target demographics at Syracuse University are already trained in media literacy skills due to their educational acumen; due to outside circumstances not all of the identified target individuals can finish the curriculum.

3. Organization and Key Personnel

Since its founding in 1982, The Carter Center has focused its efforts outside the United States. In 2020, because of the challenges facing U.S. democracy, The Carter Center decided that, for the first time in its history, it would work on U.S. elections. The Center's Democracy Program has and will continue to:

- Combat digital threats to democracy, including by conducting data-driven research into the spread of viral misinformation and advocating for policy changes to reduce its harms. These efforts are encapsulated in "[The Big Lie and Big Tech](#)," a report that detailed the role played by "repeat offenders"—media known to repeatedly publish false and misleading information—in spreading election fraud narratives in online echo chambers during the 2020

election. The Center is also collaborating with leaders in the field to develop digital literacy materials to help people critically evaluate online information.

- Contribute information about international best practices to election reform debates, including through annual events with the Baker Institute of Public Policy.
- Bolster democratic norms and values by engaging with stakeholders across the political spectrum and developing a code of conduct that can be used to hold candidates and their supporters accountable to core democratic values.
- Increase trust and public understanding of the election process through nonpartisan election observation and voter education and information campaigns.
- Support election officials, the frontline workers of our election processes, by providing tools and resources to help them ensure that our elections are transparent and secure.

The Carter Center Key Personnel

Dr. David Carroll – Director, Democracy Program

David Carroll leads the Carter Center's initiative on developing standards and best practices in international election observation. He has managed or participated in more than 70 Carter Center projects to strengthen democracy and electoral processes around the globe in Latin America, Africa, Asia, and the Middle East. Carroll joined The Carter Center in 1991 to serve as the assistant director of the Latin America and Caribbean Program. Since 2003, he has directed the Center's Democracy Program, playing a key role in the Center's work to build consensus on international standards for democratic elections, as rooted in states' obligations in international and regional human rights law. He received his Ph.D. in international relations from the University of South Carolina, has published articles and book chapters on development and democratization, and has taught at the University of South Carolina, Georgia State University, and Sewanee - the University of the South.

Michael Baldassaro - Data Scientist, Office of the Vice President of Peace Programs

Michael Baldassaro is a data scientist supporting the Carter Center's peace programs. In 2019, Baldassaro joined the Center to lead its Digital Threats Initiative, which aims to counter online activity that can lead to offline harms. Prior to joining the Center, he was director of innovation, research, evidence, and data at Democracy International for several years. Before that, he was a program manager at the National Democratic Institute in Africa and the Middle East. Over the past two decades, Baldassaro has worked in more than 30 countries. His work leveraging data and technology to advance democracy, governance, and human rights has been featured by Harvard Berkman Klein Center, MIT Media Lab, and University of Penn Wharton School of Business, and TechChange. Baldassaro has a bachelor's degree in political science from Suffolk University, a master's degree in international relations from the University of Kent, and a certification in data science from Johns Hopkins University Bloomberg School of Health.

Sarah Morris - Curriculum Designer

Sarah Morris is the Head of Instruction at Emory University Library where she leads and plans library educational programs and engagement initiatives and works with librarians, faculty, and other Emory campus partners to support student learning and student success. She also works with the English Department at Emory and offers support around information literacy instruction, outreach and events, research, and library collection development. Prior to joining

the Emory Libraries, Morris worked as an assessment librarian at the University of Texas at Austin and as a first-year experience librarian at Loyola University Chicago. Sarah also has a background in museum education and educational consulting and is the co-founder of an educational nonprofit called Nucleus Learning Network. Her current research interests revolve around media literacy education and misinformation. She has worked on collaborative media literacy education projects with partners including the Mozilla Foundation, ACRL, and Global Voices NewsFrames. She is active with the Credibility Coalition and EveryLibrary.

Syracuse University

The Maxwell School of Citizenship and Public Affairs of Syracuse University was founded in 1924 to teach the social sciences and provide professional training in public administration and international relations. It houses the university's degree-granting departments and programs of Anthropology, Citizenship and Civic Engagement, Economics, Environment, Sustainability, and Policy; Executive Education, Geography and the Environment, History, International Relations, Political Science, Public Administration and International Affairs, Policy Studies, Social Science, and Sociology, as well as multidisciplinary research centers, such as: the Center for Policy Research, the Center for Environmental Policy, the Program for the Advancement of Research on Conflict and Collaboration (PARCC), the Alan K. Campbell Public Affairs Institute, and the Moynihan Institute of Global Affairs. Leading efforts on this project is the Washington, D.C.-based Maxwell-in-Washington Program, which provides a mix of policy relevant professional development courses for nearly 200 undergraduate, graduate, and executive audiences annually taught by scholar-practitioners as well as faculty-supervised internships that fulfill the Maxwell School's hallmark emphasis on experiential learning.

4. Sustainability

The web platform with The Carter Center's adult media literacy curriculum and modules will be hosted and maintained in the Center's existing Microsoft Azure Cloud server beyond the period of performance. The web platform will be made accessible and available to public audiences and The Center will leverage internal endowment resources as well as seek external donor support to cover costs associated with hosting and maintenance. As an asynchronous, self-directed learning platform, such costs are anticipated to be nominal, i.e., recurring monthly costs for cloud storage, security certificate renewal, periodic software updates, etc. Consequently, The Center's adult media literacy LMS web platform will be able to be maintained and used to reach broad and diverse audiences well outside the project scope for many years to come. Pending evaluation outcomes demonstrating a significant effect of increasing media literacy skills among learners, The Carter Center would seek to obtain third-party certification of its curriculum and modules. The Center has had initial discussions with Syracuse University on the idea of obtaining 'micro-credential' certification for the curriculum and modules to enable audiences that complete the courses to receive an academic credential.

5. Budget Detail and Narrative

Budget Category	Federal Request
Personnel	\$39,078
Fringe Benefits	\$10,649
Travel	\$0
Supplies	\$24,000
Contractual	\$17,000
Other	\$0
<i>Total Direct Costs</i>	\$90,726
Indirect Costs	\$8,646
TOTAL PROJECT COSTS	\$99,372

Budget Narrative

Personnel: \$39,078

David Carroll, Director, Democracy Program - Provides program management and oversight.

- 1.5 percent annual salary year 1 and year 2

Michael Baldassaro, Data Scientist, Office of the Vice President of Peace - Evaluates pre/post-test scores and provides recommendations on project activities. Liaises with partner organization and ensures project outputs.

- 7 percent annual salary year 1 and year 2

Daniel Richardson, Program Assistant, Democracy Program - Provides day to day administrative support for project activities, including ensuring accessibility of media literacy curriculum and liaising with the media literacy facilitator and the partner institution.

- 15 percent annual salary year 1 and year 2

Fringe Benefits: \$10,649

Calculated at 27.25% of total US personnel salaries and is an approved rate by Department of Interior.

Travel: No travel expenses included.

Supplies: \$24,000

Azure Internet Hosting Expenses - \$1,000 of hosting expenses for curriculum video modules for trainings each month for 24 months.

Contractual: \$17,000

Media Literacy Curriculum Facilitator - \$12,000 for The Carter Center to hire a media literacy curriculum facilitator to ensure the proper rollout of the media literacy curriculum with the academic partner and troubleshoot and revise the modules as needed.

Front-end Website Developer - \$5,000 for The Carter Center to hire a front-end web developer to build a microsite to house the media literacy modules.

Other: No other costs are included.

Indirect Costs: \$8,667

The Carter Center's current provisional Negotiated Indirect Cost Recovery Agreement (NICRA) rate is 9.53% of a total direct cost base.

Appendices

A. Implementation and Measurement Plan (IMP)

Organization Name(s)	The Carter Center (TCC) and Syracuse University
Project Title	Reducing the Impact of Misinformation by Equipping Information Consumers with Media Literacy
Grant Number	Opportunity Number DHS-22-TTP-132-00-01
Grant Implementation Period	October 1, 2022 – September 30, 2024 (24 months)
Project Goal Statement	
To increase media literacy skills among diverse range of adult learning audiences to improve critical thinking skills and mitigate vulnerability to misinformation.	
Target Populations	
Partnering with Syracuse University The Carter Center will deploy the modules to demographically diverse adult student audiences at the undergraduate, graduate, and executive level ranging in age from 18 to 60 years old. This age range is targeted due to the gap of well-structured, high-quality, and short-form educational media literacy modules for adults.	

Goal 1: To increase media literacy skills among diverse range of adult learning audiences to improve critical thinking skills and mitigate vulnerability to misinformation.

Objective 1.1: Increase media literacy skills by a statistically significant effect among 744 Syracuse University participants ranging in age from 18-60.

Implementation Plan

Objectives	Activity	Inputs/Resources	Time Frame	Anticipated Outputs
Objective 1.1 - Increase media literacy skills by a statistically significant effect among 744 Syracuse University participants ranging in age from 18-60.	Activity 1.1.1 - Develop adult media literacy training curriculum & modules	Adult media literacy curriculum development expert Website development, server and hosting costs	Q4 2022	One adult media literacy curriculum developed Eight media literacy modules developed
	Activity 1.1.2 - Deploy curriculum and modules to Syracuse University adult audiences between 18-60	Pre- and post-test statistical evaluation by data scientist	Q1 2023 – Q3 2024	Pre-test and post-test evaluation surveys developed and completed 744 participants between age 18-60 educated and evaluated

Measurement Plan

Activity #	Performance Measures	Data Collection Method and Timeframe
<i>1.1.1</i>	Number of adult media literacy modules finalized; the development of one content hosting website	Review of media literacy content modules and website with media literacy curriculum developer and full-stack engineer; Q4 2022; 8 modules total and 1 website
<i>1.1.2</i>	Percent increase of pre- and post- test evaluation increase by media literacy module participants	Surveys conducted before and after each media literacy module in curriculum; Q1 2023 – Q3 2024, approximately 16 pre- and post-tests per participant

Risk Management Plan

Risks Identified	Risk Analysis	Risk Management Plan
Some audiences could be exposed to the same media literacy training if they participate in multiple classes where media literacy modules are provided	If an audience member takes the same modules twice, pre/post-tests on their second exposure would not show statistical improvement	The Carter Center plans to build into its web platform a question at outset that asks whether they have been exposed to these media literacy modules previously to ensure that pre- and post-test results evaluations are excluded for those individuals the second time
Some audiences at Syracuse University may have been exposed to media literacy (e.g., in K-12 education) prior to attending university	If module participants already possess media literacy skills due to previous course work, then pre/post-test evaluations may not show statistical significance	The Carter Center plans to build into its web platform a question at outset that asks whether they have been exposed to any media literacy education previously to ensure that pre- and post-test results evaluations for those individuals take into consideration prior, external exposure
Due to outside circumstances, not all individuals can finish the curriculum	If COVID-19 impacts, time constraints, or administrative obstacles prevent individuals from finishing the course, then the total number of participants will drop from the expected 744 enrollees	The Carter Center and Syracuse University will work to ensure that there is a flexible implantation of course curriculum to ensure as many participants finish as possible. Partners will also work to identify additional opportunities for the curriculum modules as needed.

B. Resumes/CVs of Key Personnel

Dr. David Carroll, Director, Democracy Program, The Carter Center

Curriculum vitae

Dr. DAVID J. CARROLL

Expert: Democracy, Elections, Human Rights, Democratic Governance

EXPERIENCE

Senior specialist on democratization, elections, human rights, democratic governance, and political economy of development, with more than 30 years technical and practical experience in democratic transition-processes in the developing world, including field experience in Africa, Latin America, the Middle East, and Asia. Director and senior policy analyst on issues of democratization, election observation, civil society strengthening, human rights, political and electoral mediation, electoral reform, and promotion of the rule of law. Additional practical experience in post-graduate research. Extensive experience in teaching political science, political economy/development, international relations, and US foreign policy, and applied research.

EDUCATION

Ph.D. International Relations, University of South Carolina, 1993
MA International Studies, University of South Carolina, 1987
BS Finance, *summa cum laude*, Northern Illinois University, 1982

PROFESSIONAL HISTORY

2003 - Present	Director, Democracy Program, The Carter Center (Interim Dir, 4/03-8/05) Plan, develop, and manage the Center's Democracy Program with projects focusing on new and emerging democracies, including programs on building consensus on standards for democratic elections, election observation, civil society strengthening, and advancing rule of law and human rights; with projects in a wide range of countries, including: Kenya, Mozambique, Zambia, Zimbabwe, Nigeria, Liberia, DR Congo, Ethiopia, Ghana, Sierra Leone, Ivory Coast, Guyana, Venezuela, Bolivia, Indonesia, Nepal, Myanmar, Lebanon, Palestine, Sudan, Jordan, Tunisia, and Egypt.
1997- 2003	Associate Director Democracy Program, Carter Center Served as deputy to the program director, and principal staff responsible for overall coordination of Carter Center projects on civil society strengthening, human rights promotion, and democratic consolidation. Managed multi-year project on rule of law /human rights and civil society in Liberia (1997-2000).
1993-1997	Associate Director, Latin American and Caribbean Program, The Carter Center Planned and implemented policy-outreach projects and election observation missions to Guyana, Paraguay, Panama, Mexico, the Dominican Republic, and Nicaragua, and a research program on North American Free Trade Agreement (NAFTA); 1991-1993 Asst. Director, Latin American and Caribbean Program, Carter Center.
1993-2002	Adjunct Professor (Intermittent), Georgia State University, University of the South Courses on U.S. Foreign Policy, International Relations, International Organization, Political Economy, Latin American Politics, and Global Affairs.
1989-1990	National Science Foundation Dissertation Research Field research conducted at the Puerto Rican Planning Board and the Economic Development Administration of Puerto Rico for dissertation on the political and economic development, focusing on the effect of foreign investment on domestic economic linkages. Quantitative analysis comparing propositions from dependency theory and conventional economic approaches.
1984-1989	Instructor, Dept. of Government and International Studies, Univ. of South Carolina. Graduate assistant: Taught courses on Political Economy, World Politics, and others.

SELECTED PUBLICATIONS

- "Assessing the Impact of Information and Communication Technologies on Election Integrity," with Ziaul Haque, Election Law Journal, Vol. 19, no. 2, April 2020.
- "Conceptualizing More Inclusive Elections: Violence against Women in Elections and Gendered Electoral Violence," with Paige Schneider, in Toby S. James and Holly Ann Garnett (eds.), Building Inclusive Elections. (Routledge Press, 2020).
- "Conceptualizing More Inclusive Elections: Violence Against Women in Elections and Gendered Electoral Violence," with Paige Schneider, Policy Studies, DOI: [10.1080/01442872.2019.1694651](https://doi.org/10.1080/01442872.2019.1694651) Nov, 2019.
- "Transparency," with Nandi Vanka and Avery Davis-Roberts in Pippa Norris, Sarah Cameron, and Thomas Wynter (eds.), Electoral Integrity in America: Securing Democracy. (Oxford University Press, 2018)
- "International Election Observer Recommendations and United Nations' Human Rights Mechanisms: Towards a More Robust System of Global Accountability on Democracy and Human Rights," with Avery Davis-Roberts, Nordic Journal of Human Rights, vol. 35, no. 4, December 2017.
- "Assessing Elections," with Avery Davis-Roberts, in Pippa Norris, Richard Frank and Ferra Martinez-Coma (eds.), Advancing Electoral Integrity. (New York: Oxford University Press, 2014)
- "US Elections: High Public Confidence, Low Voter Turnout, in Capitol Ideas. (The Council of State Governments; Insights and Innovations), September/October 2014
- "The Carter Center and Election Observation: An Obligations-Based Approach for Assessing Elections," with Avery Davis-Roberts, Election Law Journal, vol. 12, no. 1, April 2013.
- "What Everyone Gets Wrong About Election Observers," with John Stremmlau, Foreign Affairs Webpage, Sept. 14, 2011, Response to "The Limits of Election Monitoring" Feature, by Susan Hyde and Judith Kelley, June 28, 2011.
- "Using International Law to Assess Elections," with Avery Davis-Roberts, Democratization, Vol. 17, no. 3, August 2010
- "The State of Democracy Around the World," Insights on Law and Society, Vol. 5, No.2, American Bar Association, Spring 2005.
- "NGOs and Constructive Engagement: Promoting Civil Society, Good Governance, and the Rule of Law in Liberia," in Daniel Nelson and Laura Neack (eds.), Global Society in Transition: An International Politics Reader (New York: Kluwer Law International, 2002)
- "New Dilemmas of Constructive Engagement: International NGOs and the Promotion of Civil Society, Good Governance, and the Rule of Law in Liberia," with David Backer, v. 38, n.1, International Politics, March 2001.
- "Still Crazy After All These Years: U.S.-Cuban Relations and the Embargo," Review Essay in New West Indian Guide, vol. 74, Nos. 3&4, 2000.
- "Voting as a Human Right: The Universal Declaration of Human Rights and the Struggle for Democracy," with Harry G. Barnes, Elections Today, International Foundation for Elections Systems, Winter 1999.
- "Nicaragua and Guyana: Conflict and Reform in Transitional Democracies," Forum for Applied Research and Public Policy, University of Tennessee, Knoxville, Spring, 1997.
- "Moderating Ethnic Tensions by Electoral Mediation: The case of Guyana," with Robert Pastor, Security Dialogue, Vol. 24, No. 2, June 1993.
- "A Critical Assessment of the Power of Human Needs in World Society," with Jerel A. Rosati and Roger A. Coate, in John Burton and Frank Dukes (eds.), Conflict: Readings in Management and Resolution (New York: St. Martin's Press, 1990).
- "Human needs Realism: A Critical Assessment," with Jerel A. Rosati and Roger Coate (eds.), in The Power of Human Needs in World Society, (Boulder: Lynne Rienner Press, 1988).

LANGUAGES

Spanish, German

REFERENCES (Contact details provided upon request).

- Charles Costello, former Director, Democracy Program, The Carter Center.
- John Stremmlau, former VP Peace Programs, The Carter Center
- Amb. Gordon Streeb, former Associate Executive Director, The Carter Center.
- Prof. Donald J. Puchala, Professor Emeritus, University of South Carolina.
- Prof. Raul Cotto-Serrano, Departamento de Ciencia Politica, Universidad de Puerto Rico:

Michael Baldassaro, Data Scientist, The Carter Center

Michael J. Baldassaro

(b)(6)

Work Experience Summary

- Data scientist with 17 years of experience developing, implementing, and managing democracy, human rights, and governance projects leveraging data and digital technology in 30+ countries
- Headquarters and field office leadership experience developing and guiding organizational strategies and facilitating coordinated efforts between technical and programmatic teams
- Experience applying statistics and machine learning techniques to develop violence risk forecasting models, predict election results, and identify online disinformation networks
- Advanced proficiency in Python, SQL, and R (published R statistical analysis package) and experience working with GIS, APIs, databases, business intelligence software, and data visualization tools
- Experience designing, deploying, and managing Azure cloud environment applications, cloud-based data collection, management and analysis databases, and Power BI data visualization dashboards
- Experience with web scraping and converting large unstructured data into structured datasets for Natural Language Processing and statistical analysis purposes
- Experience developing and managing relationships with peer organizations, external stakeholders, and technical partners (e.g., Facebook, Microsoft, Cloudflare, Georgia Tech, etc.)
- DRG thought leadership work leveraging data and technology featured by Harvard Berkman Klein Center, MIT Media Lab, and University of Penn Wharton School of Business, TechChange, etc.

Relevant Work Experience

THE CARTER CENTER

Senior Advisor, Digital Threats (2019-current)

Responsible for designing, developing, and implementing global and country specific initiatives to identify and mitigate digital threats to democracy; establishing and managing global partnerships with technology platforms and academic institutions, e.g., Facebook, Microsoft, Cloudflare, Privacy International, Georgia Tech, NYU, etc.; and representing the Carter Center at conferences and in media e.g., RightsCon, Harvard Comparative Approaches to Disinformation Workshop, articles and op-eds, etc.

Global:

- Developed Digital Threats Toolkit and videos to provide methodological guidance for civil society partners to identify and mitigate disinformation, hate speech, dangerous speech, and information operations (fake accounts, disinformation networks, bots, etc.)
- Developed reusable Python code for storing and analyzing data in Azure cloud database, conducting social network analysis, community detection to identify echo-chambers and disinformation networks, extract topic discussion narratives using Natural Language Processing techniques, etc.
- Collaborated with Georgia Institute of Technology to customize social media tracking platform (Aggie) using human-centered design principles and artificial intelligence for identifying disinformation, hate speech and dangerous speech on Facebook, Twitter, Instagram, and Telegram
- Developed Online Political Advertising Monitoring Toolkit to provide methodology and tools for civil society partners to analyze domestic regulations, social media advertising policy, and social media advertising data in accordance with international human rights standards
- Designed and managed development of social media political advertising tracker (Addie) to establish a third-party archive of political advertisements and facilitate monitoring and evaluation compliance with political advertising regulations and international human rights standards
- Published [op-ed in The Hill](#) with steps needed to regulate online political advertising to mitigate foreign interference and election-related disinformation.

Michael J. Baldassaro

(b)(6)

Country specific (examples):

- *United States:* Designed and implemented project that applied statistical modeling, machine learning and natural language processing techniques to analyze misinformation 'repeat offenders' on social media during the 2020 elections ([The Big Lie and Big Tech](#) with ex-Facebook Director of Election Integrity); analyzed four million posts in an Azure cloud-based database collected via API leveraging Power BI and Gephi to visualize findings and analysis; and collaborating with Microsoft to develop artificial intelligence model to extract topic narratives and potential misinformation signals.
- *Ethiopia:* Designed and managed project to support the Center for Advancement of Rights and Democracy to identify disinformation and hate speech online; developed Python code to identify social media echo-chambers of 'bad actors'; deployed secure Azure cloud-based monitoring and reporting platform with SQL database; provided tools and training to civil society to enable monitoring; and facilitated engagement with Facebook to enable labelling or removal of hate speech, misinformation, fake accounts, etc. on an ongoing basis ([featured by Voice of America](#))
- *Myanmar:* Designed methodology for joint Carter Center-New Myanmar Foundation project to identify hate speech and disinformation on social media; deployed secure Azure cloud-based monitoring platform with SQL database; collaborated with Georgia Tech to develop an artificial intelligence model in Azure cloud to detect hate speech; partnered with Privacy International to assess data privacy and protection vulnerabilities that undermine election integrity; and conducted digital literacy training for 14 CSOs on how to identify and mitigate disinformation and hate speech.
- *Bolivia:* Designed project in partnership with Chequea Bolivia to identify and mitigate election-related disinformation on social media during 2020 elections; and collected and analyzed Facebook political advertisements in accordance with domestic regulations and international human rights standards, conducted briefing for Facebook on findings and recommendations, and published report
- *Tunisia:* Designed and managed digital threats monitoring project with I Watch during the 2019 elections; provided initial training and tools to I Watch to establish "I Check" fact-checking initiative; and coordinated with International Fact-Checking Network to provide advanced training and action plan to obtain certification status to enable direct engagement with social media platforms.
- *South Africa:* Designed and implemented project to identify disinformation, fake accounts, and bot activity during the 2019 elections; and developed R code to identify information operations and bot activity on Twitter ([featured by Harvard Berkman Klein Center & Shorenstein Center](#))

DEMOCRACY INTERNATIONAL

Director, Innovation, Research, Evidence and Data (2012-2019)

Responsible for designing and developing global data-driven and evidence-based development strategy across the entire organization; responsible for leading collaborative, technical, cross-programmatic initiatives; developing novel approaches and tools leveraging data science methods and technology; providing thought leadership on emerging data trends and technologies; and directed, managed and implemented short- and medium-term country specific initiatives (e.g. Tunisia, Lebanon, Albania, etc.)

Global:

- Developed global open data and mapping initiative to collect, process, analyze and visualize data to facilitate data-driven evidence-based advocacy reform activities in collaboration with civic partners.
- Developed training modules for international development practitioners on Mapping for International Development and Technology for International Developed provided by TechChange
- Collaborated with technical and programmatic teams to develop and provide training on how to use open-source data collection tools, integrate data science methods and techniques, and leverage cloud-based database applications for data analysis and visualization methods worldwide.

Michael J. Baldassaro

(b)(6)

- Developed and published “[sampler](#)” package in [R programming language](#) to enable data scientists in DRG field to design, draw and analyze statistical samples for survey research, machine learning, etc. with specific focus on complementing open-source data collection tools such as ELMO / NEMO
- Established DI as founding Democracy and Governance partner organization for USAID DRG Global Development Lab Global Innovation Exchange
- Authored articles and spoke at numerous conferences to demonstrate thought leadership on innovative practices leveraging data and technology and applications of emerging technologies

Country specific (examples):

- *Bangladesh:* developed a violence risk forecasting model that combined structured and unstructured data (census, election, ACLED, GDELT, Asia Foundation violent incidents reports, etc.) and applied machine learning techniques to identify potential geographic “hotspots” and inform data-driven mitigation activities supported by USAID; and created a (non-search engine visible) [interactive web mapping application](#) to provide USAID access to granular data.
- *Tunisia:* designed and managed open election data analysis platform in collaboration with Mourakiboun to facilitate data-driven evidence-based reforms to bolster voter registration, participation and education; designed and managed geolocation project to create first map of polling stations in Tunisia now owned and maintained by election management body ([featured by Massachusetts Institute of Technology “Build Peace”](#)); and organized and led a conference to train more than 40 Tunisian civic organizations on how to apply data and technology tools to advance democracy ([featured by University of Pennsylvania Wharton School of Business](#))
- *Albania:* designed, implemented a managed a statistical-based observation exercise with Coalition for Domestic Observers (CDO) to verify election results; deployed a cloud-based data collection toolkit and leveraged “sampler” package to draw sample and analyze results; and developed open election data analysis platform with CDO to visualize election results and observation findings.
- *South Sudan:* trained 10 CSOs on how leverage mobile and smartphone app-based data collection tools; and designed and managed rolling cloud-based survey data collection project on to inform civil society reform advocacy efforts.
- *Lebanon:* designed and managed open election data analysis platform in partnership with Lambda Labs local hackerspace; and designed and managed open government platform to facilitate citizen engagement with public officials in collaboration with Lambda Labs and Social Media Exchange.
- *Afghanistan:* designed and deployed Afghanistan survey data interactive web application to visualize ongoing survey research attitudes regarding democracy, elections, and security; and applied data science techniques to conduct ‘election forensics’ for USAID to evaluate integrity of election results
- *Egypt:* designed and deployed cloud-based data collection toolkit and visualization platform for international election observation mission ([featured by TechChange](#))

NATIONAL DEMOCRATIC INSTITUTE

Program Manager (2004-2009, 2011)

Responsible for designing, implementing, and managing projects related to civil society capacity building, election monitoring, and data collection and analysis in Africa and the Middle East.

Specific focus on designing, implementing, and managing statistical-based observation exercises in collaboration with Information & Communications Technology Team and Elections Team.

Country specific (examples):

- *Egypt:* designed, implemented, and managed statistical-based observation exercise incorporating mobile data collection, data visualization, and social media engagement tools; conducted electoral framework analysis and briefings for staff, observers, and members of the diplomatic corps; and

Michael J. Baldassaro

(b)(6)

drafted six manuals for CSOs on development of forms & manuals, managing communications, issuing election statements and reports, and applying international election standards.

- *Nigeria*: Conducted statistical-based observation trainings for four CSOs and advised field-based CSOs during three rounds of Nigerian general elections.
- *Mozambique*: Designed and implemented workshop on monitoring for 24 CSOs and conducted training for participants on developing data collection forms.
- *Malawi*: Assisted implementation of statistical-based observation trainings for CSOs for 2009 elections. Designed and implemented workshop on election monitoring for 22 CSOs and published election monitoring manuals for CSOs.
- *Zimbabwe*: Designed and implemented peace process monitoring and advocacy trainings for CSOs and organized strategic planning discussions with political and civic actors.
- *Zambia*: Assisted implementation of statistical-based observation trainings for CSOs for 2008 elections and facilitated data collection on Election Day.
- *Madagascar*: Assisted in implementation of statistical-based observation by CSOs for presidential elections and post-election reform advocacy discussions.
- *South Africa*: Implemented web communications workshop for political activists and assisted in design of communications training program for activists.
- *Swaziland*: Implemented election observation trainings and drafted monitoring manual for CSOs.
- *Ethiopia*: Conducted assessment of political environment to determine feasibility of CSO capacity building activities
- *Kuwait*: Participated in Arab Network for Democratic Elections (ANDE) delegation to Kuwait parliamentary elections as NDI election expert
- *Palestine*: Participated in Carter Center-NDI international election observation mission to presidential elections; and coordinated NDI international observation of local elections

THE CARTER CENTER

Deputy Director (2009-11)

- *Nepal*: designed, implemented, and managed data collection and analysis for peace process and election observation projects. Responsible for designing observation methodology, training long-term observers deployed throughout the country, and publishing public reports.

Consultant (2011)

- *Democratic Republic of Congo*: conducted CSO assessment and designed capacity building strategy

Consultant (2015)

- *Democratic Republic of Congo*: conducted follow-up assessment to evaluate capacity of CSOs to implement statistical-based observation exercise

Education and Certifications

Certification - Data Science

Johns Hopkins University – Bloomberg School of Public Health

Certification - SQL for Data Analytics and Business Intelligence

Udemy

MA – International Relations

University of Kent at Canterbury – Brussels School of International Studies

BA – Political Science

Suffolk University – College of Arts & Sciences

Michael J. Baldassaro

(b)(6)

Relevant Skills and Qualifications

- Knowledge and subject matter expertise across Democracy, Human Rights, and Governance field, with extensive knowledge and expertise in elections and political processes
- Demonstrated experience applying data science methods, statistical principles, sample design methodology, natural language processing, artificial intelligence, and machine learning techniques to design and implement DRG projects
- Advanced proficiency in Python, SQL, and R
- Experience using GIS (ArcGIS, QGIS, Mapbox, etc.) mapping software and tools
- Experience with Power BI and Tableau business intelligence and data visualization tools
- Experience using APIs and web scraping to collect unstructured data for processing and analysis data
- Experience using SQL and noSQL databases, e.g., Azure SQL Server, Postgres, MySQL, MongoDB
- Experience with Microsoft Azure Cloud, specifically deploying and managing secure virtual machines, cloud databases, and cloud-based software applications
- Experience deploying and managing ODK-based data collection software
- Proficiency in other programming languages, including HTML, CSS, and JavaScript (see GitHub: <https://github.com/mbaldassaro>)
- Demonstrated verbal and written communications and presentation skills through various international conferences, publications, and thought leadership articles / op-eds
- Understanding of data privacy and protection regulations and issues, considerations related to data ethics, and familiarity with data governance strategies and protocols
- Knowledge of rules and regulations of donor agencies, including United States Agency for International Development (USAID), United States Department of State, etc.
- Languages: Spanish (basic) & French (basic)

Sarah Morris, Curriculum Designer

Sarah Morris

Emory University Robert W. Woodruff Library

(b)(6)

EDUCATION

The University of Texas at Austin

May 2013

Master of Science in Information Science

The University of Chicago

June 2009

Master of Arts in the Humanities

Southwestern University

May 2007

Bachelor of Arts in History with Honors, Political Science minor

CURRENT PROFESSIONAL EXPERIENCE

Head of Instruction and Engagement

Subject Librarian for English and Interdisciplinary Studies, Assistant Professor Rank

Emory University Libraries, Atlanta, GA 2018-present

- Coordinate library instruction programming across the Emory libraries including information literacy instruction for undergraduate and graduate students, workshops, online learning, and faculty development initiatives.
- Coordinate outreach initiatives at the libraries including new student orientation events.
- Lead training and professional development initiatives for librarian instructors on topics such as online and hybrid pedagogy, flipped instruction, and critical information literacy
- Leading efforts to develop new online and in-person instruction programming around topics including media literacy and data literacy.
- Developing initiatives and collaborating on efforts to promote library instructional services across campus to different constituents and audiences
- Collaborate and coordinate partnerships with campus offices including the Office for Undergraduate Education, the Rose Archives, the Center for Faculty Development, and the Writing Program.
- Liaise with campus technology services to provide online support to students and faculty via tools such as Canvas. Serving on a task force to revamp LibGuides across the libraries.
- Leading an Instruction Steering Committee to better coordinate and collaborate with all campus libraries as we develop new instruction programming and initiatives.
- Leading instructional assessment initiatives, including a curriculum mapping project, to help the libraries better understand and serve our users.
- Collaborating with campus partners to offer professional development training for graduate student instructors and faculty on integrating research assignments into their classes
- Department head for the Instruction and Engagement department and supervise one full time librarian and student employees, including graduate fellows and undergraduate student workers.
- Liaison to the English department and to the Interdisciplinary Studies program and provide instruction, collection development, and research consultation support to the departments.

PREVIOUS PROFESSIONAL EXPERIENCE

Learning and Assessment Librarian

University of Texas at Austin, Austin, TX, 2016-2018

- Worked with faculty to develop assignments, resources, activities, and instructional sessions that support first-year students in Undergraduate Studies courses.
- Coordinated assessment initiatives for the library's Teaching and Learning Services department, including administering surveys, focus groups, and developing rubrics to assess student work.
- Worked on assessment projects including supporting librarians with in-class assessment and conducting curriculum mapping projects.
- Mentored and trained Graduate Assistants in instruction and reference duties and in assessment projects.
- Provided reference services and research consultations in person and virtually.
- Taught data visualization and open data classes as part of a data literacy workshop series.
- Volunteered with the Library Staff Council Personnel Committee and elected to serve on the Library Staff Council.

Co-Founder and Board Member

Nucleus Learning Network, Austin, TX, 2015-2018

- Co-founder of a non-profit dedicated to connecting and supporting educators involved in primarily STEM and digital literacy education.
- Developed curriculum, workshops, training sessions, and support materials for educators in areas including 21st century skills, news, digital and media literacy, STEM, and civics education.
- Coordinated, promoted, and lead community and networking events and trainings for educators.

Instruction and Reference Librarian

Cudahy Library, Loyola University Chicago, 2013- 2015

- Worked to coordinate library instruction and outreach for first-year student programs, including the undergraduate writing program, University 101, and the Honors program.
- Collaborated with faculty to develop information literacy instruction sessions and assignments.
- Collaborated with campus partners to develop programming and outreach events for students, such as orientations and a series of skills-building workshops for first-year students.
- Planned, taught, and assessed library instruction sessions, primarily for first-year courses.
- Designed curriculum and taught library workshops, including a workshop series on digital literacy for first-year students.
- Collaborated with librarians and faculty to test out and implement new learning outcomes for first-year classes and assessment initiatives, including rubrics to assess student work.
- Developed and provided training for writing program faculty in areas including the ACRL Information Literacy Framework.
- Started a library instruction discussion group where librarians discussed issues and trends.
- Created information literacy materials and guides for teaching librarians, students, and faculty.
- Provided reference services and research consultations in person and virtually.
- Served on the Public Relations Committee.
- Served as a subject specialist for the Classics and the Modern Languages Department.

Library Graduate Research Assistant

Library Instruction Services GRA, Perry-Castaneda Library, University of Texas at Austin, 2012- 2013

Graduate Intern, Southwestern University Library, Georgetown, TX, 2011-2012

- Planned, taught, and assessed library instruction sessions for undergraduate students.
- Provided reference services and research consultations in person and virtually.
- Created online learning objects and tutorials using tools such as Camtasia.

Museum Educator

Assistant Teacher, Austin Children's Museum, 2009-2011

Gallery Docent, Smart Museum of Art, University of Chicago, 2008-2009

Gallery Educator, Austin Children's Museum, 2007-2008

- Taught after-school classes for children and teens in robotics, STEM, digital literacy, and art.
- Led gallery tours for museum visitors, including adult groups and school tour groups.
- Developed STEM education programming for children and teens.
- Mentored and trained interns, volunteers, and assistant teachers at the Austin Children's Museum.

COURSES AND TEACHING EXPERIENCE

Addressing Misinformation and Fake News: Resources and Strategies

Library Juice Academy, 2018-present

- Serve as the course designer and instructor for an online course for librarians on misinformation. This course has been offered every 4-6 months as part of the Library Juice Academy's course catalog since 2018.

PACE 101

Emory University, Fall 2019 and Fall 2020

- Taught a section of PACE 101, both in-person and online. PACE 101 is an introduction to college course for first-year students.

ECS 102: The Liberal Arts Edge

Emory University, Spring 2020 and Fall 2020

- Co-taught undergraduate course focused on helping student explore and build transferable liberal arts skills

IDS 290: Interdisciplinary Sidecar Misinformation and You

Emory University, Fall 2019

- Developed and co-taught a seminar sidecar course on misinformation for undergraduates.

GRANTS

Beck Foundation Grant (Academic Year 2019-2020)

- Co-led grant around supporting first-generation students at the Emory University Libraries

Design Thinking in Library Instruction Grant (2019)

- Co-led grant that was part of the Emory Libraries internal grant program. Funding was in support of a design thinking professional development program for librarians.

Innovation Grant for Open Humanities Day (2019)

- Served as a member of the grant team. Grant was part of the Emory Libraries internal grant program and funds were in support of a professional development day for graduate students in the humanities.

Mozilla Foundation Grant (2017)

- Led a team in developing curriculum around misinformation and media and web literacy with support from the Mozilla Foundation.

CURRICULUM DEVELOPMENT EXPERIENCE**Critical Thinking Toolkit (2020)**

- Co-developed a toolkit with resources to help librarians combat misinformation. This toolkit developed out of a professional development bootcamp sponsored by Sage Publishing.

NewsFrames Curriculum (2018)

- Developed curriculum and resources designed to help undergraduates develop news literacy skills while using Global Voice's NewsFrames tools.

IREX Learn to Discern Curriculum (2018)

- Worked on a team to design and edit curriculum and training modules to help facilitators and librarians lead news and civics literacy lessons with adult learners.

Budget Party Curriculum Remix (2018)

- Civics education curriculum for teens developed in partnership with Mozilla and Open Austin, with grant support from the Mozilla Gigabit Fund.

Mission: Information Curriculum (2017)

- Project lead and main developer of news and media literacy curriculum for teens developed as part of a grant from the Mozilla Foundation and through a Mozilla Foundation fellowship.

MisInfoCon London (2017)

- Served on the conference planning team and led the media literacy track at the event.

22x20 State of the Union Curriculum (2017)

- Co-developed lesson plans for high school educators to use during the 2017 State of the Union, with a focus on helping students build their digital citizenship skills.

BloxMob Curriculum (2017)

- Wrote digital and computer literacy curriculum for middle and high school students using the BloxMob programming and app design environment.

PUBLICATIONS

Morris, S. (2021). *It's a Conspiracy! How, Why, and Where Conspiracy Theories Endure and Thrive. Teaching About Fake News*. ALA Editions.

Morris, S. (2021). *Check That Fact*. Sage Publications.

Morris, S, ed. (2020). *The Critical Thinking About Sources Cookbook, ACRL Cookbook Series*. ALA Edition.

Morris, S. (2019). Library Instruction in an Age of Misinformation. *Journal of New Librarianship*, 560-567.

Morris, S. (2019). Academic Integrity in an Age of Misinformation. *ICAI Integrity Matters Blog*.

WEBINARS AND PODCASTS

Critically Thinking About Information in Uncertain Times, June 2020, ACRL Webinar

Taking Down the "Illusion of Credibility": A New Approach to Info Lit, The Authority File Podcast, 4-episode series, ACRL/CHOICE, May-July 2020

Controversial Topics and Difficult Dialogues: Strategies for Addressing Misinformation in the Library, February 2019, ACRL Webinar

Critical Thinking About Sources: Lessons and Activities for First-Year Students, May 2018, ACRL Webinar

Developing Digital Citizens, May 2018, Texas State Library and Archives Webinar

Fighting Fake News with the ACRL Framework, July 2017, and November 2017, ACRL Webinar

Mozilla Curriculum Workshop – Fake News and Misinformation, May 2017, Mozilla Foundation

Media Literacy Tools to Comprehend and Critique Fake News, March 2017, Educator Innovator

K-12 Education Podcast Guest, Data Visualization Education episode, March 2017

TRAININGS AND PROFESSIONAL DEVELOPMENT SESSIONS

Understanding Misinformation: How to Recognize and Stop the Spread of False Information, September 2020, Community College Initiative Live Virtual Event Series

Critical Thinking Bootcamp, August 2020, Sage Publishing Virtual Conference

How Might We teacher workshop, November 2019, Latino Youth Leadership Conference, Emory University, Atlanta, GA

Mission: Information Training, August 2017, AISD ELA/Social Studies Summer Symposium, Austin, TX

News and Web Literacy Workshop, May 2017, Excel Beyond the Bell, San Antonio, TX

Data Visualization Training series, 2016-2017, Art.Science.Gallery, Austin, TX

INVITED TALKS

Assessing Media Literacy Keynote, June 2019, Atlanta Area Bibliographic Instruction Group Conference, Atlanta, GA.

SELECT CONFERENCE PRESENTATIONS

Addressing Misinformation with Critical Information Literacy, forthcoming August 2021, SCCIL Virtual Conference, Charleston, SC.

Building Supportive Pedagogical Communities in Libraries in Times of Crisis, June 2021, GLITR Virtual Conference, Atlanta, GA.

Incorporating Critical Information Literacy into Instruction, March 2021, Anti-Racism Forum, Emory University Libraries, Atlanta, GA.

Data Literacy in the Classroom, August 2020, Summer Teaching Intensive, Emory University, Atlanta, GA.

Empathetic Assessment: Strategies and Techniques for Creating a User-Centered Assessment Culture, May 2020, CCLI Virtual Conference, San Francisco, CA.

From Fakes to Facts: How Librarians Can Foster Critical Thinking Among All Students, November 2019, Charleston Conference panel, Charleston, SC.

Academic Integrity in an Age of Misinformation, October 2019, ICAI Conference, Emory University, Atlanta, GA.

Open Humanities Career Beyond the Tenure Track panel, September 2019, Open Humanities Workshop panel, Emory University, Atlanta, GA.

Thinking Critically about Sources in an Age of Misinformation Roundtable, April 2019, ACRL, Cleveland, OH.

Mindful Approaches to Media Literacy, February 2019, International Critical Media Literacy Conference, Savannah, GA.

Developing Social Studies Curriculum to Fight Misinformation, November 2018, NCSS, Chicago, IL

The Great News Fake Off: Fighting Misinformation in the Library, March 2018, The Collective, Knoxville, TN.

Junk Science and Fake News: Fighting Back with Science and Media Literacy, February 2018, ISEA, Fort Worth, TX.

Fighting Fake News with Literacy Skills, October 2017, Mozilla Festival, London, UK.

Fighting Fake News in the Library, October 2017, TLA District 3 Meeting, Austin, TX.

Mission: Information Curriculum, February 2017, MisInfoCon, Cambridge, MA.

Standing on the Shoulders of Diverse STEM Role Models, November 2016, CAST, San Antonio, TX

In Defense of Smarter Screen Time, SXSWedu, March 2016, Austin, TX.

Community First Program Design, February 2016, ISEA Conference, Houston, TX.

Preparing for College and Beyond with Digital Literacy Skills, CTAN University, September 2015

Using STEM Concepts to Teach Information Literacy Skills in First-Year Library Classes, March 2015, ACRL poster session, Portland, OR.

Creation Spaces: Teaching Students to Create & Explore with Code, February 2015, ER&L, Austin, TX.

Writing Active Learning Outcomes, August 2014, Focus on Teaching and Learning Loyola University Chicago, Chicago IL.

Teaching Data Visualization, poster session, March 2014, IACRL, Oak Park, IL.

Beyond the Research Paper: Creative Uses of Information Literacy in the Classroom, January 2014, Focus on Teaching and Learning Loyola University Chicago, Chicago IL.

PROFESSIONAL COMMITTEE LEADERSHIP ROLES

Incoming Chair, ALA Contemplative Pedagogy Interest Group (2021-2023)

Co-Chair, 22x20 Education Team, 2016-2018

PROFESSIONAL COMMITTEE MEMBERSHIPS AND SERVICE

Mozilla Festival Wrangler, 2021-present

Credibility Literacy Working Group Lead, Credibility Coalition, 2019-2020

Mozilla Open Leaders Mentor and Culture Track Host, 2018-2020

ACRL Instruction Roundtable Planning and Organizing Committee, 2017-2019

ACRL Instruction Roundtable Liaison Committee member, 2014-2015

BOARD MEMBERSHIP

NewsGuard Board Member, 2019-present

Every Library Board Member, 2018-present

VOLUNTEER EXPERIENCE

STEM Mentor, Adler Planetarium, 2013-2015

CERTIFICATES, AWARDS, AND HONORS

Emory Libraries Significant Contribution Award in Leadership, 2020

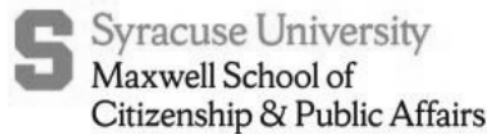
Mozilla Open Leader Fellowship, 2018

Harold W. Billings Staff Honors Award, University of Texas Libraries, 2018

Mozilla Internet Health Prize, 2017

2014 ACRL Institute for Information Literacy Immersion Program, Teacher Track

C. Letter of Support: *Syracuse University Maxwell School of Citizenship & Public Affairs*



May 13, 2022

Paige Alexander
Chief Executive Officer
The Carter Center
453 John Lewis Freedom Parkway
Atlanta, GA 30307

Re: U.S. Department of Homeland Security (DHS) Fiscal Year 2022 Targeted Violence and Terrorism Prevention (TVTP) Grant Program, DHS-22-TTP-132-00-01

Dear Ms. Alexander:

The Maxwell School of Citizenship and Public Affairs at Syracuse University is pleased to join The Carter Center's bid in response to the Notice of Funding Opportunity referenced above. You hereby have our agreement to propose us as a partner. We look forward to sharing our expertise, information, and networks.

For purposes of the DHS FY 2022 TVTP Grant Program the Maxwell School will provide a training audience for the media literacy program. The lead for this effort will be Assistant Dean, Washington Programs, Dr. Mark Jacobson who has academic and practitioner expertise with regards to propaganda, disinformation, and counter-disinformation. During the period of the grant, the Maxwell School will provide the following training audiences including 200 undergraduate, graduate, and executive students who attend the Maxwell in Washington DC programs each academic year as well as undergraduate and graduate cohorts from the Maxwell School who take courses on main campus.

Specifically, for the planned period of the study (10/1/2022-9/30/2024) we anticipate the training cohorts each academic year will consist of approximately:

- Undergraduate students at the Maxwell in Washington Program (40 students), approximate age range: 19-22;
- Undergraduate students at the Maxwell School, Syracuse, NY, (100 students), approximate age range: 18-22;
- Graduate students at the Maxwell in Washington Program (100 per academic year / 200 total), approximate age range: 22-35;
- Graduate students at the Maxwell School, Syracuse NY (50 students); approximate age range 22-35;

- Humphrey Graduate Fellows [international students] at the Maxwell School (12 students) approximate age range: 29-50;
- Executive Students at the Maxwell in Washington Program (70 total), approximate age range: 32-60.

In total, this constitutes a cohort of about 372 students (140 undergraduate / 232 graduate) for each academic year, or 744 students during the entire period of the study. Additionally, Asst. Dean Jacobson will work with counterparts and in consultation with The Carter Center to expand the training audiences within The Maxwell School and Syracuse University after the first semester of cohorts have completed the training.

We look forward to working with you and are confident that together we will produce solid and significant results. Barring any unforeseen circumstances, the Maxwell School will be available to provide services in its areas of expertise should a program be awarded.

We wish The Carter Center success with this proposal and look forward to working with you and the Department of Homeland Security in this important work.

Sincerely,

(b)(6)

Andrew S. London, Ph.D.
Associate Dean for Research and Administration
The Maxwell School of Citizenship and Public Affairs